



Scheme of Learning German Yr 9 Fast-track	(School subjects, comparisons, what you will do next term)
Learning outcomes	This is the second year of learning for Yr. 9 German, so students will be revisiting language already seen, as well as extending their knowledge, structures and learning new language. By the end of the unit they will have knowledge and understanding of vocabulary, grammar and phonics (Sound-symbol-correspondence) relating to school subjects (likes and dislikes), what they are allowed to do / not do at school and their plans for next term.
Key Questions	<ul style="list-style-type: none"> • How can I talk about why I like / dislike some subjects? • How can I compare my school subjects? • How can I talk about what I am allowed / not allowed to do in school? • How can I talk about plans for next term?
Knowledge What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?	Key Concepts: Context: <ul style="list-style-type: none"> • Talking about why I like / dislike some subjects • Comparing my school subjects • Talking about what I am allowed / not allowed to do in school • Talking about plans for next term Grammar: <ul style="list-style-type: none"> • Word order after <i>weil</i> • Comparatives and superlatives • <i>Dürfen</i> + infinitive at end • Future tense Key Skills: <ul style="list-style-type: none"> • To participate in a conversation by being able to ask and answer questions • To read short texts • To listen to and understand short conversations • To reproduce vocabulary accurately in writing • To produce a piece of creative writing containing familiar and unfamiliar lexis



	Key terminology: <ul style="list-style-type: none"> Vocabulary lists are provided, Quizlet links are also available
Ongoing Assessment	<ul style="list-style-type: none"> Low stakes tests Self-marked Do Now activities Use of mini whiteboards Questioning (targeted) during the lesson
Key Assessment	<ul style="list-style-type: none"> Regular vocab tests Grammar tests Creative Writing test at end of unit
Clear sequencing of content	<p>The SoL shows how language knowledge and practice can be sequenced and re-visited to support progression in the early stages of language development within a low exposure foreign language setting. The SoL aims to avoid introducing too much language too fast. Introducing no more than one new main grammatical function every two weeks is likely to set sufficient amount of 'desirable difficulty'. This takes into account the other content and practice requirements: vocabulary, phonics, and the sequencing of practice in modes and modalities that one feature needs, as well as planned revisiting of language and structures.</p>
Links to Careers	<ul style="list-style-type: none"> The skills you learn at school that will help you in the future Future studies
Diversity and Inclusion	<p>Inclusion and representation are integrated into the Schemes of Work (SOW) and lesson resources breaking cultural barriers by familiarising students with cultural, geographical, political, historical and vocational aspects of areas in which the target language is spoken.</p>
Intervention support	<p>Digital resources are available on SharePoint.</p> <p>Language Gym - Home</p>
Challenge	<p>Extra practice challenges:</p> <p>Language Gym - Home</p>



[KS3 German - BBC Bitesize](#)